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Year 2 - Welcome to Embarc
At-A-Glance Calendar

Day 1	Day 2	Day 3	Day 4	Day 5
Activities: • Icebreakers • Student to Student Interviews • Syllabus Jigsaw	**Activities:** • Recalling Core Values • Embarc Community Agreements • Core Values Identification and Storytelling	**Activities:** • Team Player Self-Assessment • Practice Embarc Expectations and Community Agreements • Building Activity	**Activities:** • Stories of Success • Practice Embarc Expectations and Community Agreements • Envisioning Success	**Activities:** • Stories of Success • Practice Embarc Expectations and Community Agreements • Envisioning Success

Materials:
• Icebreakers and Name Game Options
• Getting to Know You Peer Interview Questions
• Syllabus
• Chart Paper & Markers
	Materials:
	• Examples of Embarc “Calls to Attention”
	• Poster for Classroom Contract
	• Chart Paper
	• Core Values Definitions
	• Markers
	• Post-It Notes
		Materials:
		Dependent on Teacher Choice in Building Activity
		• Per Group Materials for Building Bridges:
		  ○ Paper
		  ○ Masking Tape
		  ○ Timer
		• Per Group Materials for Building Trees:
		  ○ 2 - sheets of chart paper
		  ○ 3 - paper clips
		  ○ 1 - 4x6 index cards
		  ○ 3 - 3x5 index cards 1 - styrofoam cup
		  ○ 2 - rubber bands
		  ○ 2 - three foot strips of masking tape
			Materials:
			• Student Photos of the person who represents success
			• Chart Paper or Poster Boards
			• Mini Poster Boards
			• Markers and Art Supplies
				Materials:
				• Embarc Goal Setting Sheets
				• Interview Sheets

➕ Click on Day # to go directly to lesson

Year 2 - Welcome to Embarc
Week 0

Day 1

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Icebreakers and Name Game Options

Welcome Back! Welcome students and explain to them that during this week you will all be working together to establish a productive classroom environment that will get them prepared for their pathways to success. Choose from one of the name games or the icebreakers in the resource packet to play with them to get reacquainted after summer. If there are new class members, choose one name game and one ice breaker.

Activity

ARC Objectives:
- ➕ **(R) Integrate. Discover**: Relates previous experiences to inform actions in familiar settings

Timing: 30-35minutes

Resources/Materials:
- Getting to Know You Peer Interview Questions
- Syllabus
- Chart Paper & Markers

Student to Student Interviews:

- Put students into pairs and give them their peer interview questions.
- Allow students time to interview and be interviewed.
- After they are finished, have each pair share:
    1. The name of their partner
    2. One thing they have in common
    3. One thing they liked, learned, or found surprising about their partner

Syllabus Jigsaw:

- Put students into groups and assign each group a portion of the syllabus to teach to the rest of the class. Juniors have seen a very similar syllabus before, so they should focus specifically on how Embarc will support them during Year w. Give each group a piece of chart paper and markers to use as they report out.
- Have groups report out and teach the class on the following areas of their portion of the syllabus: the content, why it is important to seniors in Embarc, one thing they are looking forward to as a group, one thing they have questions about as a group.

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Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** program provides you with in-class experiences as well as out of class experiences (journeys). Which of these components of Embarc challenges you the most and helps you to be at your best? Why is that? What are you hoping for from your program experience this year, both in and out of the classroom?

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Year 2 - Welcome to Embarc

Day 1

Icebreakers and Name Game Options

Introduce Myself: Participants introduce themselves and tell why they are there. Variations: Participants tell where they first heard about the class, how they became interested in the subject, their occupations, hometowns, favorite television programs, or the best books they have read in the last year.

Introduce Another: Divide the class into pairs. Each person talks about him/herself to the other, sometimes with specific instructions to share a certain piece of information. For example, "The one thing I am particularly proud of is..." After five minutes, the participants introduce the other person to the rest of the class.

Character Descriptions: Have students write down one or two adjectives describing themselves. Put these on a stick-on badge. Have class members find someone with similar or opposite adjectives and talk for five minutes with the other person.

I've Done Something you Haven't Done: Have each person introduce themselves and then state something they have done that they think no one else in the class has done. If someone else has done it, the students must state something else until he/she finds something that no one else has done.

Find Someone: Each person writes on a blank index card one to three statements, such as favorite color, interest, hobby, or vacations. Pass out cards so everyone gets someone else's card. Have that person find the person with their card and introduce themselves.

Famous Person: People write a famous name on a piece of paper and pin it on someone else's back. Person tries to guess what name is pinned on his/her back by asking others around the room yes or no questions. Variation: Use famous places instead of famous people.

My Name: People introduce themselves and tell what they know about why they have their name (their mother wanted to name me after her great aunt Helen who once climbed Pike's Peak in high heels, etc.). It could be the first, middle, or nickname.

How do you Feel?: Ask the students to write down words or phrases that describe their feelings on the first day of class. List the responses on the blackboard. Then ask them to write down what they think you, as the teacher, are feeling this first day of class. List them on the blackboard in a second column and note the parallels. Briefly comment on your feelings and then discuss the joint student/teacher responsibilities for learning in the course.

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Name: _____ Date: _____

Year 2 - Welcome to Embarc

Getting to Know You Interview Questions

Day 1

Directions: With a partner, ask the following questions to get to know each other. If you already know each other, use this opportunity to learn something new! Be ready to introduce your partner to the class.

Interviewer: _____ **Interviewee**: _____

1. What did you do over the summer?

2. What was the most positive experience you had over the summer?

3. What is something you wish you could have changed about the summer?

4. What are you hoping to accomplish this school year?

5. What is one thing you are nervous about this school year

6. What is one thing you are really looking forward to during this school year?

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Year 2 - Welcome to Embarc
Week 0

Day 2

Opening

Timing: 5-8 Minutes

Resources/Materials:
- None

Core Values Recall: Take a moment to see if students can easily identify all of the program's the core values. Then,have students turn and talk to discuss which core value is their strength and which one they want to devote some time to this school year.

Activity

ARC Objectives:
- ➕ **(A) Contribute. Discover**: Acts with a purpose, Follows clear directions.
- ➕ **(R) Connect.Discover:** Talks about learning and relates to past experiences/ knowledge

Timing: 30-35minutes

Resources/Materials:
- Examples of Embarc "Calls to Attention"
- Poster for Classroom Contract
- Chart Paper
- Core Values Definitions
- Markers
- Post-It Notes

- **Call to Attention**: Decide on a specific call to attention. Students may want to stick with the call to attention that you used last year, or maybe they are ready to switch things up. Whatever the case, they must agree to the call to attention and follow it in class and out of class. See the examples for ideas if needed.
- **Collaboration**: Juniors are ready to collaborate on a regular basis and should determine what the norms are for working effectively as a team and holding each other accountable. Determine what these specific roles and responsibilities are and how to stick to them.

Core Values Identification and Storytelling:

- Post 6 pieces of chart paper around the room and write ONLY the definitions of the core values on them. DO NOT WRITE THE CORE VALUE ON THE POSTER.
- Put students into groups and have them visit each list of the definitions. They should guess what the core value is that is being defined and write their guess somewhere on the chart paper.
- Once every group has guessed, reveal the answers to see if they guessed correctly. Then, have one person at each poster explain why they guessed the way they did. What pieces of the definitions seemed like evidence of the corevalue?
- Then, allow students to stand next to the core value that they want to discuss with their peers. Have groups at the core value posters share a time when they demonstrated that core value using the specific language from the definitions.

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	• After students have discussed in their groups, allow for one to two volunteers to share their story, making sure to acknowledge when students use the language from the definition.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Which core values do you have the most opportunity to practice in school and in daily life? Which core values are difficult to find opportunities to practice? Based on your responses, do you feel that certain core values are more important than others? Explain your answer.

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Year 2 - Welcome to Embarc

Examples of Calls to Attention

Day 2

Example 1

Teacher says: **program!**
Students say: **On!**

This call to attention will be used on experiences by coaches and program managers.

Example 2

Teacher says: **Peace**
Students say: **Love**
Teacher says: **Respect**
Students say: **Family**

Example 3

Teacher says: **If you can hear me, clap once.**
Students clap: ***once clap***
Teacher says: **If you can hear me, clap twice.**
Students clap: ***two claps***
Teacher says: **If you can hear me, clap three times.**
Students clap: ***three claps***

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Year 2 - Welcome to Embarc
Week 0

Day 3

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Team Player Definitions

Team Player Self-Assessment: Give students the different definitions of the types of team players and have them place themselves into the category that describes their typical behavior in a team. Then, have them share with one or two of their peers which category they fall into and why they placed themself within that category.

Activity

ARC Objectives:
- ➕ **(A) Tinker.Lead**: Creates innovative solutions/products
- ➕ **(A) Envisions. Lead**: Assesses & regulates current behavior/ mindsets

Timing: 30-35minutes

Resources/Materials:
Dependent on Teacher Choice in Building Activity

Per Group Materials for Building Bridges:
- Paper
- Masking Tape
- Timer

Per Group Materials for Building Trees:
- 2 - sheets of chart paper
- 3 - paper clips
- 1 - 4x6 index cards
- 3 - 3x5 index cards 1 - styrofoam cup
- 2 - rubber bands

Community Agreements: Continue to practice the program expectations and the classroom agreements you created as a group throughout the week. Be sure to use your call to attention, so students have the chance to practice and master this norm.

Building Bridges or Trees: To give students a chance to work collaboratively and practice their team player role, put students into groups that have a good balance of each type of team player. This may require having students first get into their homogeneous team player groups and then splitting them up from there. Then, give each group the instructions for Building Bridges activity and allow them time to work through the activity. If your class has done this in the past, there is an alternate team building activity in the resources that requires that students build the tallest free-standing palm tree. You could require them to build anything as long as they are working as a team and identifying the different strengths within a team.

Note To Teacher: After the 7 minutes of planning time, you can choose to tell students that they can't speak during the actual building process, but this may take away from some of the team player qualities that they should exhibit.

Reflection/Debrief: Use the questions below to debrief the process with students after they have completed the activity and the winner has been announced.

- What worked well in your group?
- What was a challenge for your group?
- When did you see the different team player roles come to life? Who stayed true to the team player definition that they identified with?

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○ 2 - three foot strips of masking tape ○ 1 - straw ○ 1 - pencil ○ 1 - pair of scissors ○ 1 - sheet of green paper	• How can you use the knowledge of how you work within a team to avoid conflict when working with others? • How can you use the knowledge of how you work within a team to be successful in life in general? **Preparing for the Next Lesson**: Students will need to bring a photo of someone who represents success with them to class tomorrow. The person can be famous or someone they know.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Think back on your years in the program. How has your ability to work within a team changed? What specific journeys, classroom experiences, or other opportunities have really challenged your growth to work within a team? Who have been the people in your Embarc class who have really supported your growth in this area?

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Year 2 - Welcome to Embarc

What Kind of Team Player Are You?

Day 3

Directions: Read the descriptions below that outline the different types of team players. Identify which definition describes you and place your name next to the description. When you have decided on your Team Player Type, find at least two of your peers who share the same type and two peers who are different.

The Contributor	You'll never have to worry about a task getting completed when you have a Contributor on your team. Contributors tend to be task-oriented. Their strengths lie in sharing information with the team and making sure every aspect of a project is taken care of. Contributors are thorough and detail-oriented. People describe you as responsible, authoritative, reliable, proficient, and organized.
The Collaborator	If you're the one who makes sure a project stays on track, you're likely a Collaborator. Collaborators are highly goal-oriented and know how to keep their eyes on the prize. Very little can deter them from accomplishing what they set out to do. People describe you as forward looking, goal directed, accommodating, flexible, and imaginative.
The Communicator	Do you focus on making sure the overall process goes smoothly? You may be a Communicator. This team player is dedicated to ensuring effective process management. Most people see this team member as a positive 'people person'...People describe you as supportive, considerate, relaxed, enthusiastic, and tactful.
The Challenger	If you are always looking at the bigger picture and question- ing how and why things are done, you may be a Challenger. Challengers dig deep and are reluctant to take things at face value. People describe you as honest, outspoken, principled, ethical, and adventurous.

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Name: _____ Date: _____

Year 2 - Welcome to Embarc

Building Bridges

Day 3

In your team, identify who is the Communicator, Collaborator, Challenger, and Contributor. Be prepared to give each other feedback after the activity to see if the definition your team members chose were the right one. Follow the directions below to build the strongest, free-standing bridge that you can with your team.

- You will have 7 minutes to plan your bridge construction and 8 minutes to build.
- You may not touch any of the materials during this time or you will be disqualified.
- Your materials will consist of 20 sheets of paper and 6 ft. of masking tape.
- After planning, you will construct a bridge using only the materials provided.
- Your bridge must stand on its own.
- Your bridge must hold the weight of a water bottle without collapsing.
- You must be able to pass a textbook underneath your bridge without touching the top or the sides.

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Name: _____ Date: _____

Year 2 - Welcome to Embarc

Building Trees

Day 3

In your team, identify who is the Communicator, Collaborator, Challenger, and Contributor. Be prepared to give each other feedback after the activity to see if the definition your team members chose were the right one. Follow the directions below to build the strongest, free-standing tree that you can with your team.

- You will have 7 minutes to plan your tree construction and 8 minutes to build.
- You may not touch any of the materials during this time or you will be disqualified.
- Your materials will consist of the following:
    - 2 - sheets of chart paper
    - 3 - paper clips
    - 1 - 4x6 index cards
    - 3 - 3x5 index cards 1 - styrofoam cup
    - 2 - rubber bands
    - 2 - three foot strips of masking tape
    - 1 - straw
    - 1 - pencil
    - 1 - pair of scissors
    - 1 - sheet of green paper
- After planning, you will construct a tree using only the materials provided.
- Your tree must stand on its own.

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Year 2 - Welcome to Embarc
Week 0

Day 4

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Student Photos of the person who represents success

Stories of Success: Ask students to take out their photos of the person who represents success to them and share the stories of that person with at least two of their peers. Even if they don't know the exact story, they should try to imagine what the path was that led the person to success. They should also discuss what they imagine (or know) this person's life to be like. What kind of people do they surround themselves with? Who is in their network? Where do they spend their time? How do they dress? Act? Contribute to the world?

Activity

ARC Objectives:
- **(R) Envision. Discover**: Creates a positive image of what one wants to become.
- **(A) Contribute. Discover**: Follows clear directions

Timing: 30-35minutes

Resources/Materials:
- Chart Paper or Poster Boards
- Mini Poster Boards
- Markers and Art Supplies

Envisioning Success:

- Today students will create a Success Board to put up in the class to remind them of their end goal.
- Give students mini poster boards and any art supplies they may need to create a creative Success Board.
- Encourage students to use quotes, words, symbols, images, etc. that show their future success.
- Student boards should include the following details:
  - Who and what surrounds them in their successful future?
  - What is life like? What do they do with their time?
  - How do they dress? Act? Contribute to the world?

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on display

Closing Reflection: Review your poster. What can you do now and/or this year to help you move towards your envisioned successful future?

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Year 2 - Welcome to Embarc
Week 0

Day 5

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○ Opening Prompt on display	**Stories of Success:** What are some of your biggest strengths as a person? As a student? As a friend? What are some of your weaknesses as a person? As a student? As a friend? How do you think you could change some of those weaknesses into strengths? What do you think successful people do in order to change weaknesses into strengths? Explain your answers.

Activity

ARC Objectives:

- ➕ **(R) Envision. Lead**: Assess and regulates current behavior/ mindsets
- ➕ **(A) Contribute. Understand**: Create a plan of action to achieve a goal

Timing: 30-35minutes

Resources/Materials:

- Interview Sheets

Goal Setting:

- Let students know that they will be setting goals frequently throughout the school year and begin to set the ritual of goal setting in class today.
- Give students the goal setting sheet and allow them to work individually on completing it.
- Then, allow time for students to interview each other and give advice to each other.
- Finally, have students report out on the advice that they gave to their interview partner.
- If you have a digital platform you would like students to house their goals, allow them to record their goals in that space.

Note To Teacher: You can access 2 versions of the Goal Setting Lessons on the Embarc Drive to revisit with students throughout the year.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** How will you hold yourself responsible for making sure you meet your goals? How will you hold your peers responsible for their goals? Why is it important to set goals? If you don't accomplish a goal, do you see that as a failure, or do you see it as just a part of the process? Explain your answers.

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Name: _____ Date: _____

Goal Setting

It is a fact that successful people set goals. In your Embarc class, you will be given several opportunities to set goals, revisit those goals, reflect, and challenge yourself to keep improving. Use the questions below to begin setting your goals.

Personal Goal Setting:

DESCRIBE 3 OF YOUR PERSONAL STRENGTHS:	DESCRIBE 3 AREAS YOU WOULD LIKE TO IMPROVE AS A PERSON:
1.	1.
2.	2.
3.	3.

Taking Action: **CHOOSE ONE AREA YOU WOULD LIKE TO IMPROVE AND WRITE A PLAN FOR IMPROVEMENT. BE SPECIFIC!**

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Academic Goal Setting: **YOUR CURRENT LIVE GPA:** ----------

DESCRIBE 3 OF YOUR PERSONAL STRENGTHS:	DESCRIBE 3 AREAS YOU WOULD LIKE TO IMPROVE:
1.	1.
2.	2.
3.	3.

Taking Action: **CHOOSE ONE AREA YOU WOULD LIKE TO IMPROVE AND WRITE A PLAN FOR IMPROVEMENT. BE SPECIFIC!**

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Name: _____ Date: _____

Goal Setting Reflective Interview

Directions: Use the questions below to interview one or more of your peers. As the interviewer, make sure to listen well, ask clarifying questions, and challenge your partner to push themselves more toward their goals. As the interviewee, make sure to be open to advice and feedback.

Interviewee: _____ **Interviewer:** _____

1. What were the three personal goals you set for yourself?

2. In which areas were you successful in your personal goals? In which areas did you struggle to achieve your personal goals?

3. What is one act or behavior you can commit to in order to maintain success in your personal goals, or to continue to work on the goals you didn't achieve? Be as specific as possible.

4. What were the three academic goals you set for yourself?

5. In which areas were you successful with your academic goals? In which areas did you struggle to achieve your academic goals?

Personally:

Academically:

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